Welcome to the webinar:

Developmental Language Disorder: What do the changes mean for your service delivery?

Wednesday, 17th January 2018

#DevLangDis
#RCSLTwebinar
Chair of webinar:

Amit Kulkarni
Research Manager, RCSLT

Presenters:

Dorothy Bishop
Professor of Developmental Neuropsychology, University of Oxford

Amanda Finer
Highly Specialist SLT, Children’s Integrated Speech and Language Therapy Service for Hackney and the City

Lauren Longhurst
Research and Development Officer, RCSLT
Welcome

Amit Kulkarni
Research Manager, RCSLT
Housekeeping

• Send in chat messages at any time by using the Chat button

• Send in questions by using the Q&A button

• This event is being recorded. See here for recordings: www.rcslt.org/news/webinars/rcsLt_webinars

• Kaleigh Maietta is on hand to help!
Aims and objectives

After attending the webinar, delegates will:

• Be aware of the changes to terminology and diagnostic criteria for developmental language disorders
• Understand how the changes to terminology and diagnostic criteria impact on service delivery
• Have heard a case study example of a service that has successfully implemented these changes.
• Have heard about steps required to operationalise changes, and the impact of changes on service delivery
• Know where to find resources to support changes to terminology and diagnostic criteria and support service delivery
Professor Dorothy Bishop
Professor of Developmental Neuropsychology, University of Oxford
The what and why of changes to definitions and terminology for children’s language disorders

Dorothy V. M. Bishop
Department of Experimental Psychology,
University of Oxford

http://www.slideshare.net/deevybishop/ijlcd-winter-lecture-20167-references
“What d’you do then?”

“I do research on specific language impairment.”

“What’s that?”

“I do research on autism.”

“Oh, my grandson’s got autism.”

“I do research on dyslexia.”

“Oh, they had a programme on the telly about it last week.”
NIH funding over time for neurodevelopmental disorders

Labels used for unexplained language problems

Prefix                      Descriptor                          Noun

Specific                    Language                                Needs
Primary                     Speech and Language                      Difficulties
Developmental               Speech/Language                          Problems
(no prefix)                 Language Learning                        Impairment
                                  Speech, Language and Communication Disability
                                  Communication                          Disorder

Of 168 possible combinations, 130 found at least once.
33 distinct terms were used 600 times or more during that period.
Goals of RALLI campaign

• Raise awareness of language impairments through YouTube

• Sort out the mess in definitions and terminology
CATALISE

criteria and terminology applied to language impairments: synthesising the evidence

dorothy bishop, maggie snowling, paul thompson & trisha greenhalgh
What is the focus?

Seek consensus on how to identify children in need of extra, specialist help with language beyond what is usually available in the classroom.
Delphi approach

Multidisciplinary panel of 57 experts from UK, Ireland, US, Canada, Australia, New Zealand
The Bottom Line: Consensus on terminology
Starting point

Child with language difficulties that:
• impair social and/or educational functioning
• with indicators of poor prognosis

Language disorder
Child with language difficulties that:
• impair social and/or educational functioning
• with indicators of poor prognosis

Developmental language disorder (DLD)

Language disorder associated with X*

Associated with biomedical condition, X*

Important!
Not exclusionary factors.
Child eligible for assessment/intervention

*includes genetic syndromes, a sensorineural hearing loss, neurological disease, ASD or Intellectual Disability
Language Disorder is a subset of broader category of SLCN Needs.
DLD is a subset of Language Disorder
This definition very broad: need additional information

Nature of language impairments
- Phonology
- Syntax
- Semantics
- Word finding
- Pragmatics/language use
- Verbal learning & memory

Decided against subtypes – too many children don’t fit neatly!

Risk factors
- Family history
- Poverty
- Low level of parental education
- Neglect or abuse
- Prenatal/perinatal problems
- Male

Co-occurring disorders
- Attention
- Motor skills
- Literacy
- Speech
- Executive function
- Adaptive behaviour
- Behaviour
What is new?

• Developmental language disorder (DLD) to replace SLI

• Disorder defined in terms of **functional impairment** and **poor prognosis**

• Does not use invalid delay/disorder distinction

• Does not use social background as criterion

• Does not use nonverbal IQ as criterion
  – Though DLD does not include those with intellectual disability

• Additional disorders as descriptor rather than exclusionary factor
1. What about children with ‘language delay’?

- The term ‘language delay’ was rejected by the CATALISE panel: The ‘delay’ vs ’disorder’ distinction has been around for a very long time but there is remarkably little evidence to support it.

- Back in 1987 I found that children with a ‘spikey’ profile had milder problems and better prognosis than those with a ‘flat’ profile – yet the former group often get better access to therapy.

- In addition, it is sometimes argued that a distinctive profile of ‘language delay’ is caused by poor environment, but comparisons of children from deprived/non-deprived backgrounds don’t support this.

2. What about younger children who would not meet criteria for ‘disorder’?

They weren’t the focus of CATALISE, as we were concerned with those requiring Tier 3 specialist provision

We don’t recommend using ‘disorder’ except for more persistent problems

This group would come under the umbrella of SLCN; they could be referred to as having ‘language difficulties’ or ‘needs’
3. What about children with ‘speech sound disorder’

• SSD is a general term of problems with speech production arising for a range of reasons (often hard to distinguish motor/linguistic origins)

• SSD can occur alone, or with DLD

• Isolated phonological problems, or poor phonological awareness, would not qualify for diagnosis of DLD
4. Will services get flooded with low IQ children who were previously excluded because their problems were not ‘specific’?

Population survey of children in Surrey by Norbury:

- 4.8% with DLD and average range IQ (85 upwards)
- 2.8% with DLD and low average IQ (70-84)
- 2.34% with language disorder + associated condition

- No differences between those with average and low-average NVIQ scores in severity of language deficit, social, emotional, and behavioural problems or educational attainment.
- In contrast, children with language impairments associated with known medical diagnosis and/or intellectual disability displayed more severe deficits on multiple measures.
Access to services: a key issue

• Rational response requires SLT profession to examine what it has to offer by way of effective intervention

• Evidence base is still very weak, so decisions often based on habitual practice, assumption that intervention works, or local pressures

• Urgent need for more multicentre intervention research: won’t get funding unless can demonstrate impact of SLT

• Need outcome measures that assess impact on child and family social and educational functioning: many language disorders won’t be ‘cured’ but can be managed to make a big difference (cf. autism)
Remember! Not a single, homogenous condition, and no label is perfect.

Hope is that we can agree to go with the consensus and so move forward to raise awareness, improve services to children, and do much-needed research
Amanda Finer
Highly Specialist SLT, Children’s Integrated Speech and Language Therapy Service for Hackney and the City
Implementing DLD in a Clinical Service

Children’s Integrated Speech and Language Therapy Service for Hackney and the City
Who we are

• Integrated service

• Funded by multiple commissioners for example:
  – NHS
  – Homerton University Hospital
  – Hackney Learning Trust
  – children centres, schools (primary & secondary), higher education centres

• Aim to be a needs led service
Within our team

DLD network - Team effort to make the changes

Make sure **WHOLE SLT team** is on board and confident **FIRST**

- CPD twilight sessions for all Speech and Language Therapists
- Training and meetings with individual teams within the service (EY, primary and secondary) so information provided can be specific and relevant to age group SLTs work with

then share message wider
# Other Professionals

<table>
<thead>
<tr>
<th>Who</th>
<th>Useful tips</th>
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<tbody>
<tr>
<td>Head of SEND, inclusion team leader, DLD panel</td>
<td>▪ Discuss which children would benefit most from an LRS provision</td>
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<td>▪ Discuss which children would benefit from an EHCP</td>
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<tr>
<td>DLD panel &amp; Language Resourced Schools</td>
<td>▪ Update referral criteria</td>
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<td></td>
<td>▪ Involve LRS schools inclusion managers, link between panel &amp; changes in school</td>
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<td>SEND team</td>
<td>▪ DLD is included under the communication and interaction criterion for an EHCP</td>
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<td>▪ Talk to EHCP plan coordinators so better understanding in EHCP meetings</td>
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<tr>
<td>Paediatricians</td>
<td>▪ Clinical lead Paediatrician is our link Community Paediatrician for DLD</td>
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<td></td>
<td>▪ Share possible impact of DLD on other areas of development</td>
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<tr>
<td>Educational Psychologists</td>
<td>▪ Discuss how we decide if language or learning is primary area of need</td>
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<td></td>
<td>▪ Discuss impact of DLD on learning and development</td>
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<td>Social Communication assessment teams</td>
<td>▪ Video DLD children completing ADOS questions and share video at meeting</td>
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<td></td>
<td>▪ Discuss pragmatic element of DLD and impact of DLD on social interaction</td>
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<td></td>
<td>▪ A checklist of relevant strengths &amp; needs for DLD children made for team’s use</td>
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<td>SENCos</td>
<td>▪ Training led by SLT and SENCo from LRS</td>
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<td>▪ Primary &amp; secondary age DLD leaflets made for SENCos to take away</td>
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<tr>
<td>EY coordinators</td>
<td>▪ Share features of atypical language development, highlight possible DLD markers</td>
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<td>▪ Share strengths and impact of language difficulties, including long term impact</td>
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<tr>
<td>School staff</td>
<td>▪ Write training that any SLT can deliver to education staff</td>
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<td></td>
<td>▪ Different versions of training for EY, primary and secondary staff</td>
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<td></td>
<td>▪ Can be delivered to teachers 1:1 or a group</td>
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Parents & Young People

• Face to face discussion is key:
  – LRS school parents
    ➢ coffee morning and parent workshop
  – School fetes and parents evenings
  – 1:1 meetings

• Leaflets
• Letter introducing & explaining DLD
• Paragraph for reports
• Social media

• Intervention for YP to learn about DLD – becoming an expert in themselves
Raising Awareness

Developmental Language Disorder (DLD) in secondary schools

Parent information leaflet

"We want to tell you about...."
Developmental Language Disorder

DLD is one of the most common childhood disorders - two children in every class are affected.

DLD causes long term difficulties with our talking

DLD affects our school achievement, friendships and self-esteem

DLD – Don’t Let us Down.

For more information contact:
Children’s Integrated Speech and Language Therapy Team for Hackney and the City
020 7563 2267  -  therapy@hamton.nhs.uk
Website: therapy@hamton.nhs.uk
Facebook: Get Hackney Talking

Did you know that DLD is predicted to affect 7% of children and young people in the general population? This is more common than autism, however, DLD is not as widely known about.

Speech and Language Therapy Service in Hackney
Young people with DLD in Hackney may be able to access extra support from Speech and Language Therapists and Specialist Teachers.

Who to contact:
If you have any concerns, please get in touch with the school’s SENCO or contact our service directly.

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Call: 020 7683 4587
Email: hello@gethackneytalking.co.uk
Web: http://gethackneytalking.co.uk/
Twitter: @HackneyTalk
Facebook: https://www.facebook.com/gethackneytalking/

Amanda Finer
amanda.finer@learningtrust.co.uk
twitter: @AmandaFiner
Lauren Longhurst
Research and Development Officer,
RCSLT
A case study of implementing the new terminology and criteria for DLD in private practice settings
(Sarah Buckley Therapies Ltd)

• As a practice it is seen as important to stay up to date with the current research in speech and language therapy

• The topic was discussed in a staff workshop, using Susan Ebbels’ summary

• Once staff were on-board and confident the service changed over to the new terminology and started using it in reports and documentation
Key actions...

- Created a short summary for parents explaining why there has been a change and what this entails in layman terms
- Engaged with service users who may be impacted by the change to discuss
- Implemented changes in consultation with key stakeholders
- Training to school staff, especially around the discrepancy between verbal and non-verbal performance no longer being the key indicator of a language disorder
- Has led to a review by the team of terminology used in other clinical areas
Current RCSLT resources

- The 2016 IJLCD winter lecture by Dorothy Bishop focused on changes in terminology and diagnostic criteria.
- The evidence and research section on the clinical webpages for language disorder has been updated with recent studies.
- RCSLT have published a briefing paper on developmental language disorder summarising the changes and implications for clinical practice.
- A FAQ document has been developed to help clinicians navigate the changes.
- Presentations from an RCSLT DLD workshop and the RCSLT Conference 2017 are available.
- Infographics on key messages about DLD have been developed and shared on RCSLT social media channels.
- Liaison with government to develop awareness of prevalence of SLCN and DLD more specifically, including changes to terminology and criteria.
- The ongoing children’s strategy work will develop a shared understanding of good practice. https://www.rcslt.org/members/children/childrens_services
- Information and resources for SLTs working in school settings https://www.rcslt.org/members/slts_in_schools/role_of_the_slt
- RCSLT networks (e.g. hubs and CENs) are a great way to liaise with others.
- Information and resources about commissioning services https://www.rcslt.org/speech_and_language_therapy/commissioning/intro

All available here: https://www.rcslt.org/clinical_resources/language_disorder/criteria_and_terminology
Future RCSLT initiatives

• RCSLT will be collating and sharing useful resources that are produced and used by services when implementing the changes
• As part of the RCSLT/NIHR research priorities project, DLD was identified as one of the key clinical areas where research priorities are needed. Treatment uncertainties have been identified and are being mapped to existing research. A workshop will take place to generate new research questions with a ‘top 10’ identified and published.
• A Powerpoint package will be developed to support the delivery of training to SLTs
• Upcoming work with the National Association of Head Teachers (NAHT) to create guidance for schools on commissioning speech and language therapists
• A factsheet will be developed to raise awareness; highlighting the key messages about DLD
• A system leader roundtable event will take place to discuss how changes in terminology and criteria can be implemented

All available here: https://www.rcslt.org/clinical_resources/language_disorder/criteria_and_terminology
Any Questions?